

Policy: Low Stakes Summative Assessments

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| INITIAL EFFECTIVE DATE: October 2017 | LAST REVISION DATE: June 2025 | RESPONSIBLE DIVISION/DEPARTMENT/COMMITTEE <ul style="list-style-type: none"> • Curriculum Committee <ul style="list-style-type: none"> ○ Foundational Education Subcommittee |
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POLICY STATEMENT

Course and unit directors should incorporate low-stakes summative assessments of multiple formats to evaluate student learning. Assessments that have or are expected to have low overall discrimination index, should not cumulatively contribute more than 10% to the final course grade. The grade of assessments should reflect demonstrated competency and not be awarded solely for class attendance.

SCOPE

This policy applies to all Academic Year 1 and 2 courses.

REASON FOR POLICY

This policy accounts for assessments with poor discrimination in Academic Year 1 and 2 courses.

DEFINITIONS

| TERM | DEFINITIONS |
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RESPONSIBLE PARTIES

Course Directors (for courses) or Unit Directors (for units)
 Assistant Dean for Foundational Education
 Foundational Education Subcommittee

RELATED RESOURCES

CONTACTS

Questions about this procedure should be directed towards the Assistant Dean for Foundational Education and Associate Director, Academic Support Services, Office of Medical Education.

POLICY HISTORY

Initial Effective Date: October 2017

Review Dates (*review performed, no updates*):

Revision Dates (*updates made to document*): June 2025

Comments on Revision (*if applicable*):

Procedure: Low Stakes Summative Assessments

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PROCEDURE STATEMENT

- A. Low stake assessments may follow multiple formats, including quizzes, worksheets, discussion boards, rubrics, reflection papers, open-ended question tests/papers, etc. When these assessments are graded, feedback should be provided to students.
- B. Graded activities that have or are expected to have an unacceptably low overall discrimination index should not cumulatively account for more than 10 percent of the final grade.
 - These are identified during the course review (prior year)
 - It may include quizzes, reflection papers, and other assignments
- B. Quizzes
 - The number of questions and percentage of grade is up to the course/unit director but should be in proportion to the session's expectations.



- They can occur in class or can be submitted via CanvasMed within a window of time.
 - For CanvasMed quizzes: opening and closing time should be specified in the syllabus. Close time is set at 11:55pm.
 - The syllabus should specify when the quiz opens and when it closes (date and time).
 - Periodic quizzes of less than 25 questions assessing knowledge of a segment of the course/unit should be termed “**Checkpoint quizzes**” (e.g. weekly quizzes for foundation or organ system courses).
 - Quizzes assessing knowledge for a specific active learning session (e.g., flipped classroom, case-based learning/discussion, laboratory session, simulation) should be termed “**Readiness quizzes**”.
- C. Any component of the grade should be tied to a measurable competency. The following should be assigned a pass/fail component rather than a percent of the grade, unless they are tied to a quiz or objective assignment: online discussion post or assignment not reviewed by a faculty (based on completion only), participation or attendance check in the large classroom, reviewing tutorials/recording/readings.
- D. Compliance with this policy is reviewed by the Foundational Education Subcommittee during the syllabus review.